OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.	P.A.	PUBL. DATE	ISSUE
ED 033 254			
CH ACC. NO. AA 000 424		Nov 69	RIE MAR 70

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR
Miller, Juliet V.

TITLE
Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement.

SOURCE CODE	INSTITUTION (SOURCE)
BBB02305	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan
SP. AG. CODE	SPONSORING AGENCY
RMQ66004	Office of Education (DHEW), Washington, D.C., Bureau of Research

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.25;0.85	OEC-3-6-002487-1579-(010)	
REPORT NO.		BUREAU NO.
		BR-6-2487

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
15p.

DESCRIPTORS
*Noncollege Preparatory Students; *Occupational Guidance; *Program Development; *Annotated Bibliographies; Job Placement; *Employment Opportunities; Technical Education

IDENTIFIERS

ABSTRACT
This annotated bibliography includes research and descriptions of innovative programs in working with the non-college bound student. Such a student enters the work force immediately after high school or seeks technical training. Intensive occupational guidance is needed to insure successful job entry and continued vocational development. Research findings about the current occupational choice patterns of these youth and suggestions for development of the guidance services needed by such students are included. (Author)

GPO 870-390

ERIC

CLEARINGHOUSE on
COUNSELING and PERSONNEL SERVICES

ED033254

AA000424

Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTENSIVE HIGH SCHOOL OCCUPATIONAL GUIDANCE APPROACHES FOR INITIAL WORK AND TECHNICAL SCHOOL PLACEMENT

Compiled by Juliet V. Miller

CG 400003

November 1969

The work presented herein was performed pursuant to a contract from the U. S. Office of Education, Department of Health, Education and Welfare.

ERIC

Clearinghouse on Counseling and Personnel Services
The University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Who are these students?

These youth are those high school students who either enter the world of work without seeking further education or who seek technical training after high school. Because they will enter the world of work shortly after high school, it is particularly important to provide occupational guidance services for them which will insure successful job entry and subsequent growth in vocational development. While this group includes a large percentage of all high school students, two student types which have unique vocational development patterns are disadvantaged and female students (8). Disadvantaged students tend to see their range of vocational choice as being highly restricted. Special occupational guidance experiences should help these students develop a positive view of self and realize the potential for choice and achievement of a satisfying occupational goal. Women need special help in understanding and planning for successful work experience both before and after the child rearing years.

What are the occupational choice patterns of these youth?

The following list presents some of the findings about the current occupational choice patterns of these youth.

1. After high school non-college bound youth often approach work in a vague and unrealistic manner and many of the young people work in jobs which are different from what they would have chosen. (11)

2. Most work in semi-skilled jobs with little opportunity for occupational role-testing, exploration of identity or broadening of important potentials. As a result, these young people tend to regress in autonomy and intellectual growth. (11)

3. The vocational decisions of these youth are restricted by such factors as community characteristics, educational opportunity and use, level of ability and job availability. (11)

4. Many of these young people do not have a clear and accurate view of self. Because of this, they are not aware of the vocational potentialities which are available to them. (1)

5. Students at the ninth grade level seem to have similar occupational aspirations but do not have similar educational goals. At this age, educational expectations are conditioned by the family (level of education attained by parents). In other words, employment bound youth may aspire to similar occupations as college bound, but they do not perceive it as being possible for them to obtain these goals. (10)

6. Employment bound students feel that their lack of experience is a hinderance in getting a job and want help in finding a job.

7. Disadvantaged students in the elementary grades have a realistic concept of work and occupational concepts. With time, however, these children experience a deterioration in their conceptions of self and what they can become. (9)

8. Non-college bound youth feel that their future occupation will be one which has less dignity than they are potentially capable of handling.

9. This role expectation makes them feel as if they are not real and as if their occupational choice is limited.

10. Non-college oriented students perceive the school, the counselors and personnel within the school as favoring the college-bound population. (1)

11. Employment bound youth do not perceive parents as being especially helpful in resolving personal, educational, or vocational problems. This, coupled with their perception of the school, means that there is an absence of a "significant other" to help these students make vocational decisions. (1)

What high school occupational guidance services are needed for these youths?

A number of guidance programs have recently been developed for these students, the following are generalizations describing the types of services needed to promote successful occupational choice and job selection for these students.

1. These youth need early vocational exploration experiences which will help them understand themselves and the world of work.

2. These youth need the opportunity to test occupational realities before they make occupational decisions. Programs should be developed which enable the student to engage in real or simulated work experience.

3. These youth need to feel that the school is interested in them. Guidance programs should help these youth gain a more positive view of themselves and should help change the prevailing school climate.

4. The total school experience of these students needs to be made more occupationally relevant. One guidance function can be to provide feedback to other members of the school staff which can facilitate curriculum revision.

5. Other significant people in the lives of these students, i.e. parents and teachers need to help them in their vocational decisions. Counselors can help these people better understand these students and find effective ways of helping them.

6. These students need intensive vocational counseling at the time of occupational and educational decision-making. Decisions should be based on a thorough understanding of self and the world of work.

7. Relevant, accurate information is also an important component in decision-making. Counselors should be responsible for identifying information about post-high school training opportunities and job placement opportunities relevant to the particular community in which these youth live.

8. These youth not only need help in making educational and/or occupational decisions, they also need help in actualizing these decisions. Placement services should be provided to accomplish this. These services should identify and coordinate student use of existing non-school placement services and provide additional services which are not offered by other community agencies.

9. Often occupational guidance experiences are provided by school personnel other than counselors. Since many resources are needed to provide these services, the counselor should work cooperatively with other school personnel to insure continuity in occupational guidance efforts.

10. Since the time of school personnel is limited, additional staffing is needed to provide these intensive occupational guidance services. Counselors should consider the use of supportive personnel, i.e. para-professionals, in such programs.

11. A major hinderance to providing occupational guidance services to these youth is the lack of understanding which counselors and other school personnel have about the characteristics of these youth and of the occupational work which they will enter. This means that a prerequisite to effective guidance programs are intensive in-service educational programs which will qualify staff to work with these young people.

<u>New Developments with significance for innovative program development</u>.

1. Since these youth feel that choice is restricted, they need positive role models. They need the opportunity to meet and talk with people like themselves who have made successful and satisfying vocational decisions. The younger these people are, the easier it will be for the students to relate to them. An alternative to "live contact" is a library of video or audio taped models. (25)

2. These youth need to visit work situations and understand the exact nature of various occupational roles. Recent programs illustrate that in these visits, the students should not only see the work being done, they should also talk to people doing the work to determine what training they received and exactly what they do during the working day. Students should have many such experiences so they may understand that choices are available to them. These experiences should be followed up with the opportunity to explore their meaning in a guidance situation. (21, 33, 40)

3. Students need the opportunity to sample occupations through various work experiences. On-the-job experiences are one way of achieving this, however, stimulated work experience is also possible. (15, 25)

4. Information about occupational and educational opportunities in the local setting need to be collected and arranged for use by students. Computer technology can contribute to the retrieval and use of such

information. (18, 22, 24, 34, 41, 42)

5. A major problem in the use of information with these students is making it motivating and usable for them. New multi-media approaches are being developed to overcome these problems. (28)

6. Recently decision-making has been defined as a learnable skill. This means that it is possible to develop curricula which teach students decision-making skills. (19, 25, 43)

7. In order to help these students with future planning, it is necessary to understand more fully the transition from education to work. Follow-up data on the experiences of past students can provide useful information for those students currently making decisions. (16, 39)

8. Placement services are needed to actualize occupation and educational decisions. A number of new models for the placement function have recently been developed. (16, 18, 22, 34, 35)

9. The careers course has been a part of the curriculum for some time. Such courses serve a useful function. Several such courses have been developed recently which derive objectives from vocational development theory. (13, 36, 38)

10. Several programs have stressed the importance of in-service education for counselors and other school personnel to help them understand these youth and provide more effective services. (26, 37, 42)

11. To provide the intensive help which is needed by these youth, several programs have identified functions which can be performed by para-professionals and have developed training programs for them. (26, 30)

BIBLIOGRAPHY

The following bibliography is presented to identify materials describing programs which have been developed by others to provide occupational guidance and placement services for these youth. Although they probably cannot be duplicated in other settings, they do suggest effective procedures and provide guidance for program development. Once the goals of the program have been established, these materials can provide assistance in designing programs which will implement these goals. (Ordering information on the following papers is given at the end of the bibliography.)

Background Theory and Research for Development of Program Objectives

1. Betz, Robert L. PERCEPTIONS OF NON-COLLEGE-BOUND VOCATIONALLY-ORIENTED HIGH SCHOOL GRADUATES. Western Michigan University, Kalamazoo, 1968. (ED 024 080: MF-0.25, HC-0.95, 17p.)

   In-depth structured interviews of 309 high school graduates judged to be non-college bound explored perceptions of their: (1) educational experiences, (2) vocational experiences, (3) self-concepts and (4) family relationships.

2. Brandon, G. I., ed. RESEARCH VISIBILITY. HUMAN RESOURCES AND VOCATIONAL GUIDANCE SERVICES. BR-7-0633, 1968. (ED 025 669; MF-0.25, HC-1.00, 18p.)

   Focusing on human resources and vocational guidance, this issue presents 10 reports with concentrations of materials on the following topics: career development, with research and development activities of Super, Krumboltz, Briggs, Ryan, and others; selection, placement and follow-up, featuring the work of London, Haines, and Garbin; and studies of occupational trends, featuring the work of Medvin and Fishman.

3. Campbell, R. E. GUIDANCE IN VOCATIONAL EDUCATION--GUIDELINES FOR RESEARCH AND PRACTICE. A REPORT OF A NATIONAL INTERDISCIPLINARY SEMINAR. Ohio State University, Columbus, 1966. (ED 011 922: MF-0.75, HC-9.60, 190 p.)

   There were six overall goals of this conference: (1) to stimulate interdisciplinary research and interest, (2) to evaluate the status of the field and to identify specific problem areas, (3) to assist educators and administrators in establishing policy and program guidelines, (4) to coordinate and exchange information among the relevant disciplines, (5) to project long-range needs and goals, and (6) to reduce the time lag between research, theory and practice.

4. Cooley, W. W. & Hummel, R. C. "Systems Approaches in Guidance," Review of Educational Research, April, 1969, 39 (2), pp. 251-262.

   Included are: (1) an overview of the systems approach and how it differs in perspective from traditional research, (2) a review of three systems approaches in guidance, (3) a brief summary of a few other efforts in this general area, and (4) projections for the future.

5. Garbin, A. P. WORKER ADJUSTMENT--YOUTH IN TRANSITION FROM SCHOOL TO WORK, AN ANNOTATED BIBLIOGRAPHY OF RECENT LITERATURE. BIBLIOGRAPHY 2. Center for Vocational Education, Ohio State University, Columbus, 1968. (ED 021 070: MF-0.75, HC-7.25, 143p.)

6. Kuvlesky, W. P. & Ohlendorf, G. W. A BIBLIOGRAPHY OF LITERATURE ON STATUS PROJECTIONS OF YOUTH. I. OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS. Texas A and M University, College Station, 1967. (ED 020 380: MF-0.50, HC-3.00, 58p.)

7. Kuvlesky, W. P. & Lever, M. F. OCCUPATIONAL STATUS ORIENTATIONS OF NEGRO YOUTH: ANNOTATED ABSTRACTS OF THE RESEARCH LITERATURE. Texas A and M University, College, Station, 1967. (ED 022 014: MF-0.25, HC-2.45, 47p.)

8. Kaufman, J. J., Schaefer, C. J., Lewis, M. V., Stevens, D. W. & House, E. W. "Role of the Secondary Schools in Preparing Youth for Jobs." NASSP BULLETIN, 1968, 52(325), 90-113.

   This article presents the summary, conclusions, and recommendations of a report entitled, "The Role of the Secondary Schools in the Preparation of Youth for Employment," published by the Institute for Research on Human Resources of Pennsylvania State University.

9. Leonard, G. E. LEVEL OF ASPIRATION AS A FACTOR IN INNER-CITY CAREER GUIDANCE. American Psychological Association, Washington, D. C., 1968. (ED 024 067: MF-0.25, HC-1.05, 19p.)

   When the concept of level of aspiration is applied to inner-city youths, the effects of past discriminatory practices on their perceptions can be seen. Research data regarding this concept were gathered through work in the Development Career Guidance Project.

10. Mallinson, G. G. CHARACTERISTICS OF NON-COLLEGE VOCATIONALLY-ORIENTED SCHOOL LEAVERS AND GRADUATES. BR-5-0142. Western Michigan University, Kalamazoo, 1968. (ED 025 602: MF-0.50, HC-3.25, 63p.)

    The study was designed to investigate the socioeconomic backgrounds, the academic backgrounds, and the reactions of these non-college bound students to self, family and school. Further, it was designed to determine the occupational areas entered by the subjects, what vocational training they had experienced, and their reactions to such training.

11. Trent, J. W. & Medsker, L. L. BEYOND HIGH SCHOOL, A STUDY OF 10,000 HIGH SCHOOL GRADUATES. BR-5-0635. California University, Berkeley, 1967. (ED 016 248: MF-0.50, HC-19.70, 392p.)

    The study followed the college and non-college careers of 10,000 high school graduates for four years through patterns of work, college, and marriage, and focused on the impact of college versus employment on change of values and attitudes.

12. Holland, J. L. & Whitney, D. R. "Career Development," REVIEW OF EDUCATIONAL RESEARCH, 1969, 39(2), 227-237.

    A review of research done in the area of vocational development between 1966 and 1969.

Descriptions of Innovative Programs and Practices

13. Agan, R. J. THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION AND PREPARATION IN A SECONDARY SCHOOL. FINAL REPORT. BR-5-0027. Kansas State University, Manhattan, 1968. (ED 022 962: MF-1.75, HC-20.95, 417p.)

    These instructional materials ("commonalities in Occupations," 11th year and "experiences in Occupations," 12th year) are for teacher use in conducting interdisciplinary occupational education courses for high school juniors and seniors.

14. Anderson, C. M. PROJECT 13. Minneapolis Public Schools, Minnesota, 1966. (ED 010 779: MF-0.25, HC-0.75, 13p.)

    A program in low-income areas in Minneapolis provided the services of high school counselors to graduates and dropouts.

15. Barbula, P. M. & Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967. (ED 016 268: MF-0.25, HC-2.50, 48p.)

    The purpose of this study was to assess student acquisition of knowledge about vocations after participation in career simulation game and to determine attitudinal change toward vocational concepts.

16. Circle, D. F. THE CAREER INFORMATION SERVICE. A GUIDE TO ITS DEVELOPMENT AND USE. Newton Public Schools, Mass., 1968. (ED 021 300: MF-1.75, HC-20.90, 416p.)

    The Career Information Project attempted to develop improved procedures for acquiring, processing and disseminating career information. The Follow-up Program designed and implemented as system for conducting comprehensive follow-up studies of Newton students. A third project developed a job placement service for Newton secondary-school students.

17. "Counseling Technology," EDUCATIONAL TECHNOLOGY, 1969, 9(3).

    This entire issue is devoted to innovations in counseling including computer applications, career simulation, and career development programs.

18. A DEMONSTRATION SYSTEM OF OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE. FINAL REPORT. State University of New York, Albany, 1968. (ED 024 838: MF-0.50, HC-6.00, 118p.)

    The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students.

19. Gelatt, H. B. "A Decision'Making Approach to Guidance," NASSP BULLETIN, 1968, 52(324), 88-98.

    Decision-making, as a model for building a guidance program and training guidance counselors, is presented.

20. Greenfield, R. AN EXPERIMENTAL AND DEMONSTRATION MANPOWER PROGRAM FOR DISADVANTAGED YOUTHS. FINAL REPORT. New York City Board of Education, New York, 1966. (ED 019 518: MF-0.75, HC-7.25, 143p.)

    The Job Counseling Center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school unemployed, and disadvantaged youth.

21. A GUIDE: WORK EXPERIENCE EDUCATION AND EMPLOYMENT PLACEMENT PROGRAM. Los Angeles City Schools, California, 1969. (ED 001 031: MF-0.25, HC-1.85, 35p.)

    This guide contains the basic principles, general policies, educational objectives and minimal standards of the work experience education course and employment placement programs in Los Angeles.

22. Harris, W. M. A PROPOSED MODEL FOR AN INFORMATION STORAGE AND RETRIEVAL SYSTEM FOR REPORTING JOB PLACEMENT FOLLOW-THROUGH DATA OF PERSONS TRAINED IN INDUSTRIAL EDUCATION PROGRAM IN CALIFORNIA PUBLIC SCHOOLS. TENTATIVE DRAFT. California State Department of Education, Sacramento, 1967. (ED 016 852: MF-0.25, HC-2.30, 44p.)

    The purposes of this study were to develop a model for comparing vocational job placement with enrollment and to make recommendations for its application on a statewide basis.

23. HELP FOR OUT-OF-WORK YOUTH: A MANUAL FOR A JOB PREPARATION PROGRAM IN YOUR COMMUNITY. National Committee on Employment of Youth, New York, 1963. (ED 022 859: MF-0.25, HC-1.85, 35p.)

    A descriptive review of three job preparation programs for out-of-school youth and guidelines for organizing similar programs in local communities are presented.

24. Hoyt, K. B. "The Specialty Oriented Student Research Program: A Five Year Report." THE VOCATIONAL GUIDANCE QUARTERLY, 1968, 16(3), 169-176.

    The program is aimed at the collection, analysis, and dissemination of new knowledge to allow counselors to perform better the guidance function with students headed toward trade, technical or business school settings after high school.

25. Krumboltz, J. D. VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREER EXPLORATION AND INTEREST. FINAL REPORT. BR-5-0070. Stanford University, California, 1967. (ED 015 517: MF-2.25, HC-30.20, 602p.)

    To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, x-ray technology, medical laboratory technology, sales, and banking.

26. Leonard, G. E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR. Wayne State University, Detroit. (ED 013 465: MF-.75 , HC-8.00, 158p.)

The Developmental Career Guidance in Action Project sought to: (1) broaden and raise the educational-occupational levels of aspiration of a selected group or Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through 12, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development.

27. Litzinger, W. & Visser, C. "Closing the Vocational Counseling Realities Gap,"
THE PERSONNEL AND GUIDANCE JOURNAL, 1968, 46(7), 650-654.

A two-week summer institute sponsored by Plans for Progress, encompassing company visitations and scheduled campus speakers augmented by seminar discussions, provided significant improvement in counselors' perceptions of industry expectations and requirements.

28. Martin, A. M. A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NON-COLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162. Pittsburgh University, Pennsylvania, 1967. (ED 017 005: MF-1.00, HC-13.10, 260p.)

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations, particularly the non-college bound and culturally disadvantaged.

29. Miller, C. H. A PILOT PROJECT FOR VOCATIONAL GUIDANCE IN ECONOMICALLY UNDERDEVELOPED AREAS. BR-5-0114. Illinois State Office of the Superintendent of Public Instruction, Springfield, 1968. (ED 026 527: MF-.25. HC-2.50, 48p.)

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college and high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of high school.

30. Mullen, M.J. A VOLUNTEER PROGRAM IN VOCATIONAL INFORMATION AND CAREER GUIDANCE FOR SECONDARY SCHOOLS, A HANDBOOK, Sequoia Union High School, Redwood City, California, 1968. (ED 024 809: MF-.75, HC-2.40, 146p.)

Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program.

31. Olsen, L.C. & Venema, W.H. DEVELOPMENT OF A PROJECTIVE TECHNIQUE FOR OBTAINING EDUCATIONALLY USEFUL INFORMATION INDICATING PUPILS' ATTITUDES TOWARD WORK AND OCCUPATIONAL PLANS. FINAL REPORT. BR-7-0031. Washington State University, Pullman, 1968. (ED 022 960: MF-.25, HC-1.90, 36p.)

    The purpose of this study was to develop as projective technique which would (1) identify youths' attitudes toward certain distributive, construction, service, and agricultural occupations, and (2) identify factors associated with occupational aspirations.

32. PREPARING DISADVANTAGE YOUTH FOR WORK, U.S. Dept. of Labor, Washington, D.C. 1966. (ED 020 396: MF-.25, HC-.95, 18p.)

    Five articles describe the findings of a project designed to evaluate and prepare school dropouts for training or jobs.

33. PROJECT PIT: A SUMMER INDUSTRIAL WORK EXPERIENCE AND OCCUPATIONAL GUIDANCE PROGRAM. Wayne State University, Detroit, 1967. (ED 024 755: MF-.25, HC-1.85, 35p.)

    A pilot and demonstration program of industrial training for Detroit's inner-city youth, its major aims were: (1) to provide youth with occupational information and guidance, (2) to help youth see the need for a good education, (3) to provide these youth with financial means to return to school, and (4) to make useful goods for non-profit organizations.

34. A PROPOSED SYSTEM FOR REPORTING JOB PLACEMENT FOLLOW-THROUGH DATA. California State Dept. of Education, Sacramento, 1968. (ED 022 916: MF-.25, HC-2.15, 41p.)

    A model was prepared for an information storage and retrieval system for reporting job placement follow-through data of persons trained in industrial education programs in the state public schools. See no. 22)

35. Ritter, T. PROJECT VISION: AN APPROACH TO A MODEL SYSTEM OF OCCUPATIONAL EMPLOYMENT INFORMATION. Indiana Manpower Research Association, Indianapolis 1967. (ED 021 258: MF-.25, HC-.80, 14p.)

    The aim of Project VISION is the development of a model system of local occupational and employment information involving current and prospective manpower resources and requirements.

36. STUDIES IN SUCCESS: A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS.. Groesmont Union High School District, California, 1964. (ED 010 703: MF-.75, HC-6.50, 128p.)

    This program is designed to create a positive attitude on the part of the student toward formal education, the world of work, and the means for succeeding in one's vocation through experiences which will provide a positive and realistic self-concept in reality testing situations. A complete unit of study for use in the classroom is presented.

37. Sutton, J. REVISED INSTRUCTIONAL PROGRAM FOR SLOW-LEARNERS TO IMPROVE THEIR JOB PLACEMENT OPPORTUNITIES: A THREE PHASE STUDY, BR-5-0063, Medford School District No. 549C, Oregon, 1967. (ED 016 075: MF-.25, HC-2.50, 48p.)

    This long range research effort included three phases: (1) the identification and analysis of the capabilities of slow learners and determination of available jobs and skills required, (2) a revision of the high school curriculum to meet the needs of this group, and (3) field trials and demonstrations.

38. TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE) Oregon State Dept. of Education, Salem, 1968. (ED 024 965: MF-1.00, HC-10.00, 198p.)

    SUTOE is a one year course designed to assist ninth graders with educational and career planning. Contained are both learning objectives and learning experiences.

39. Tillery, D. SCOPE FOUR-STATE PROFILE, GRADE TWELVE 1966, CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA. BR-5-0248. California University, Berkley, 1966. (ED 016 998: MF-.50, HC-4.00, 78p.)

    A four-state study of ninth- and twelfth- grade students was made to discover how, when, and why students make decisions about post-high school education and careers. The influence of parents, schools, and peers upon the nature of these decisions is also examined.

40. Yunker, J.A. PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS. Tracy Elementary School District, California, 1967. (ED 012 944: MF-.25, HC-2.05, 39p.)

    The purpose of this study was to determine the effects of small group guidance sessions and industrial tours on an experimental group of male, eighth grade students seemed lacking in academic interest and/or ability who were classified as potential dropouts and non-college-bound students.

41. V.I.E.W.: VOCATIONAL INFORMATION FOR EDUCATION AND WORK. BR-6-2046; Utah State Dept. of Employment Security. (ED 021 068: MF-1.75, HC-24.50, 490p.)

    The purpose of this volume is to provide a readily accessible source of vocational information which acquaints the high school student with a wide variety of jobs available in Utah, gives basic information about the given job, and is easily read.

42. Whitfield, E.A. & Hoover, R. REGIONAL CENTER FOR COLLECTION, SYNTHESIS AND DISSEMINATION OF CAREER INFORMATION FOR USE BY SCHOOLS OF SAN DIEGO COUNTY. BR-6-1620. San Diego County Dept. of Education, California, 1967. (ED 015 513: MF-.75, HC-8.75, 163p.)

    Activities of the Career Information Center during the 1966-67 year have shown that: (1) a summer workshop for counselors which provides instruction in vocational guidance and experience in entry level

occupations is valuable, (2) positive community reaction to the View Project and to a summer workshop exists, and (3) vocational training provided by the junior colleges is perceived by the students as necessary and valuable in their chosen career.

43. Wilson, E.H. A TASK ORIENTED COURSE IN DECISION-MAKING. Harvard University, Cambridge, 1967. (ED 014 119: MF-.75, HC-9.10, 180p.)

    A course in decision-making, built around the Tiedeman-O'Hara paradigm, was taught at the junior high school to test materials.

Additional References for Program Development

44. Hoppock, R. "Best Books of 1968 on Vocational Guidance," NASSP BULLETIN, 1969, 53(336), 99-105.

45. COUNSELOR'S HANDBOOK: I, COUNSELOR'S INTERVIEWING GUIDES IN INDIVIDUAL APPRAISAL: II, COUNSELEE APPRAISAL PATTERNS RELATED TO FIELDS OF WORK, U.S. Dept. of Labor, Washington, D.C., 1967. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20202, $3.00)

    Part I includes guides for appraising individual characteristics such as interests, temperament, educational development, and aptitudes, to help the counselee learn about himself. Part II includes guidelines for appraising individual characteristics as they relate to the 18 fields of work (occupational clusters) which help the counselee learn about the world of work.

46. COUNSELOR'S DESK AID: EIGHTEEN BASIC VOCATIONAL DIRECTIONS. SUMMARY INFORMATION. U.S. Dept. of Labor, Washington, D.C., 1967. (ED 027 379: MF-.75, HC-6.85, 135p.)

    Each of the 18 basic vocational directions (occupational cluster) which have a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster are described. This was developed to facilitate the use of the Counselor's Handbook. See no. 45.

47. CAREERS WITHOUT COLLEGE. Wisconsin State Employment Service, Madison. (ED 029 155) MF-.25, HC-2.45, 47p.)

    The purpose of this booklet is to acquaint students as well as school counselors and teachers with the major occupations providing opportunities for non-college bound youth.

48. Overs, R.P. & Deutsch, E.C. SOCIOLOGICAL STUDIES OF OCCUPATIONS: ABSTRACTS. Curative Workshop of Milwaukee, Wisconsin, 1968. (ED 027 397: MF-1.50, HC-21.10, 400p.) Also available from: Research Department, Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233, $8.00)

    One hundred abstracts of sociological studies of occupations are collected in this volume, designed primarily as a vocational guidance counseling tool.

49. GUIDE TO LOCAL OCCUPATIONAL INFORMATION. U.S. Dept. of Labor, Washington, D.C., 1966. (MP 000 217: MF-.75, HC-8.00, 158p.)

Under the United States Employment Service's Job opportunities information program, state Employment Service agencies have surveyed and reported on job opportunities and other manpower information for their areas. This directory lists two principal types of studies developed as a part of this program: (1) occupational guides and (2) area skill surveys.

All documents are available from the ERIC Document Reproduction Service. Use the ED number when ordering. MF price is for microfiche copy, and HC price is for hard copy. To order, use the following procedures:

Give Ed numbers of the desired documents.
Give the type of reproduction desired--hard copy or microfiche.
Give the number of copies being ordered.

Payments must accompany orders totaling less than $5.00. Add handling charge of 50 cents to all orders. The ERIC Document Reproduction Service is registered to collect sales tax. Orders from states which have sales tax laws should either include payment of the appropriate tax or tax exemption certificate.

Send orders to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmount Avenue
Bethesda, Maryland 20014